



## EXECUTIVE SUMMARY

**Introduction.** This Executive Summary provides you with a broad brush portrait of the satisfaction and experiences of your full-time, pre-tenure, tenure-track faculty. It is, in short, an overview of over 200 pages of data and analysis. The report and appendices accompanying this summary offer a fine-grained picture of specific policies and practices as well as results by gender and race within your institution and across the peer group of five other COACHE members which you, or your designee, selected. In all probability, you will derive the greatest value from the full report by suggesting some lines of inquiry to institutional research staff, and by asking them to delve into the data and report noteworthy findings to you.

**Contents.** The Executive Summary is divided into four parts. A brief description of each section follows.

Institutional Profile, by Thematic Cluster. The survey was organized around five themes: (I) Tenure; (II) Nature of the Work; (III) Policies and Practices; (IV) Climate, Culture, and Collegiality; (V) Global Satisfaction. This chart summarizes your faculty scores for each cluster taken as a whole. The bar graph indicates what percentage of the survey items *within each cluster* were above, below, or within one standard deviation of the peer mean.<sup>1</sup> Looking at these data, you can see whether there are certain realms of faculty work life where your institution excels or lags in relation to its peers. Strong suits might be featured in efforts to recruit and retain faculty; weak suits might be the target for heightened scrutiny.

Thematic Clusters. For each cluster, we display the responses to each survey item from *highest to lowest* mean score on a 5-point scale (5 = highest). Throughout this section, favorable scores are highlighted in green, unfavorable scores in red. *Column 1* allows you to see quickly where your junior faculty are, on average, most satisfied and least satisfied.

*Column 2* compares the mean score of your faculty with the mean scores of your peer group. A plus sign (+) in a cell indicates that your faculty's mean score is more than one standard deviation *above* the peer mean. A minus sign (-) indicates that your faculty's mean score is more than one standard deviation *below* the mean. A blank cell indicates a score within the middle 68% of all scores.

Effectiveness Gaps. This section excerpts the results of questions 34a and 34b, which identify sixteen policies or practices that junior faculty rated *most important* to them and *least effective* on your campus. The table in this section highlights any notable gaps between ratings of importance and ratings of effectiveness for all participating faculty. By targeting for

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<sup>1</sup> One standard deviation (s.d.) represents approximately 34% of scores. A score that is more than one s.d. above (or below) the mean lies somewhere in the top (or bottom) 34% of the scores. A score that is less than one s.d. from the mean lies somewhere within the middle 68% of scores.

improvement policies and practices with the largest gaps, you should be able to make greater and faster strides toward increased levels of satisfaction levels among junior faculty.

The Best and Worst. The survey asked respondents to select, from a list of 28 items, the two best and two worst aspects of working at your institution. This section summarizes the responses. We list, in rank order, the best and the four worst according to your junior faculty. These rankings are compared to your peers and to all participating colleges. Taken together with the “Effectiveness Gap” responses, you now know what works well and what does not from the perspective of tenure-track faculty. You know what to celebrate and where to concentrate your efforts.

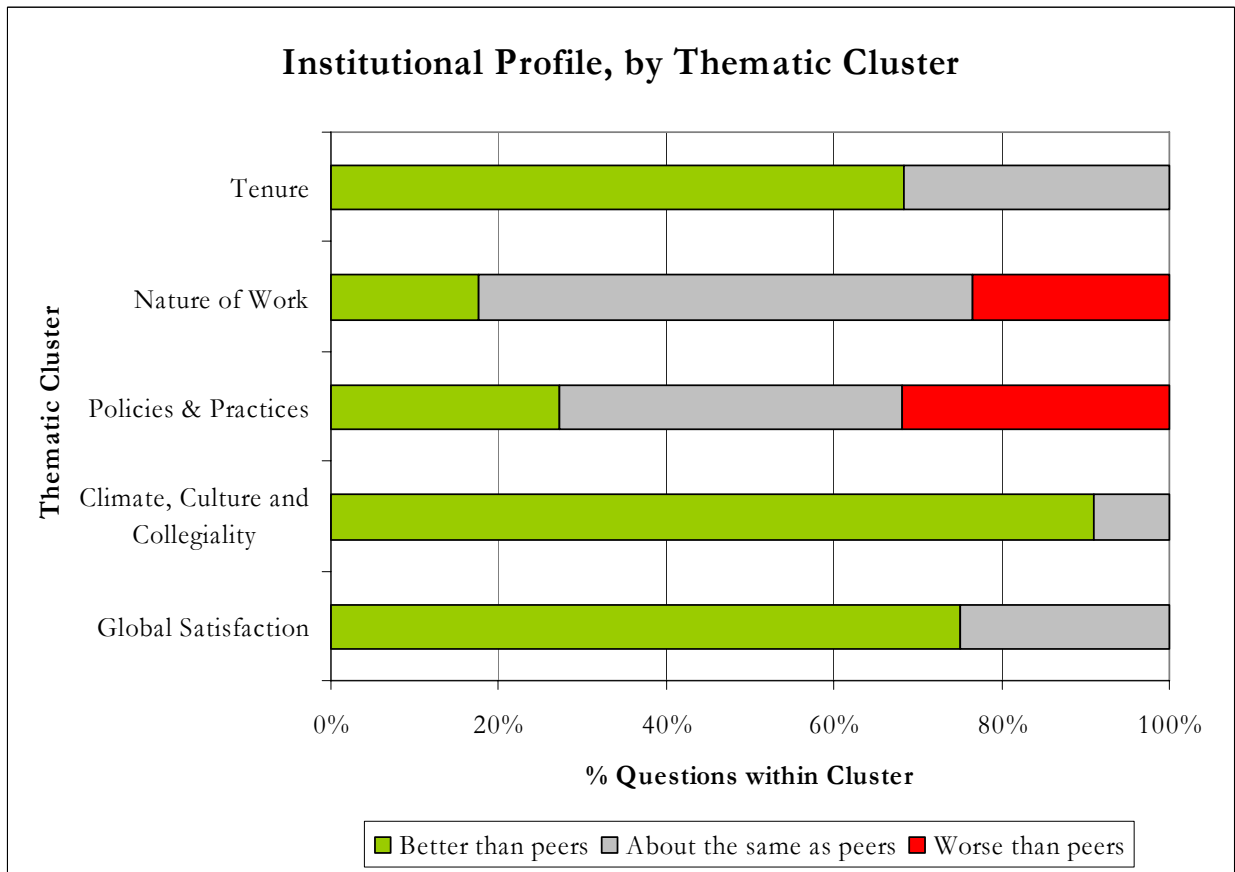
The Executive Summary, we would reiterate, is but a thumbnail sketch. It is a place to begin, not a place to end. The Executive Summary gives you an overall sense of the work life of your junior faculty *as they see it*. The data presented here offer you a springboard for further analysis, discussion, and ultimately, action.

## INSTITUTIONAL PROFILE

The survey was organized around five themes:

- I. Tenure;
- II. Nature of the Work;
- III. Policies and Practices;
- IV. Climate, Culture, and Collegiality; and
- V. Global Satisfaction.

This chart summarizes your faculty scores for each cluster taken as a whole. The bar graph indicates what percentage of the survey items *within each cluster* were above, below, or within one standard deviation of the peer mean.



The following five tables detail the dimensions on which your institution received favorable or unfavorable ratings within each thematic cluster.

		1	2
		Mean	Peer Comparison
<b>Section I. Tenure</b>			
Q25a	reasonableness of the expectations for performance as a scholar.	4.47	+
Q24b	clarity of the expectations for performance as a teacher.	4.36	+
Q19	clarity of the tenure process.	4.35	+
Q23	clarity of their own prospects for earning tenure.	4.30	
Q20	clarity of the criteria for tenure.	4.23	+
Q25b	reasonableness of the expectations for performance as a teacher.	4.22	
Q22	clarity of the body of evidence that will be considered in making decisions about their own tenure.	4.20	+
Q27a	perception that tenure decisions are based primarily on performance.	4.06	+
Q25d	reasonableness of the expectations for performance as a department colleague.	4.03	
Q24a	clarity of the expectations for performance as a scholar.	3.87	+
Q24e	clarity of the expectations for performance as a campus citizen.	3.87	+
Q21	clarity of the standards for tenure.	3.87	+
Q24c	clarity of the expectations for performance as a student advisor.	3.85	+
Q25c	reasonableness of the expectations for performance as a student advisor.	3.84	
Q25e	reasonableness of the expectations for performance as a campus citizen.	3.79	
Q24d	clarity of the expectations for performance as a department colleague.	3.70	+
Q25f	reasonableness of the expectations for performance as a community member.	3.57	
Q26	not receiving mixed messages from senior colleagues about the requirements of tenure.	3.47	+
Q24f	clarity of the expectations for performance as a community member.	3.06	+

		1	2
		Mean	Peer Comparison
<b>Section II. Nature of Work</b>			
Q29d	satisfaction with the discretion they have over the content of the courses they teach.	4.75	-
Q30d	satisfaction with the influence they have over the focus of their research.	4.68	
Q29f	satisfaction with the quality of undergraduate students with whom they interact.	4.59	
Q29a	satisfaction with the level of the courses they teach.	4.37	+
Q33a	satisfaction with the quality of clerical/administrative services.	4.15	+
Q30a	satisfaction with what's expected of them as researchers.	4.08	+
Q29c	satisfaction with the influence they have over which courses they teach.	4.06	-
Q29e	satisfaction with the number of students they teach.	3.97	
Q28	satisfaction with the way they spend their time as faculty members.	3.81	
Q33c	satisfaction with the quality of teaching services.	3.72	
Q29b	satisfaction with the number of courses they teach.	3.68	
Q30c	satisfaction with the amount of research funding they are expected to find.	3.64	
Q31	satisfaction with the quality of facilities.	3.55	
Q33b	satisfaction with the quality of research services.	3.18	
Q33d	satisfaction with the quality of computing services.	3.08	-
Q32	satisfaction with the amount of access they have to Teaching Fellows, Graduate Assistants, et al.	2.42	-
Q30b	satisfaction with the amount of time they have to conduct research.	2.21	

		1	2
		Mean	Peer Comparison
<b>Section III. Policies and Practices</b>			
Q34b-02	effectiveness of informal mentoring.	4.30	+
Q34b-08	effectiveness of paid or unpaid research leave during the probationary period.	4.22	
Q34b-11	effectiveness of an upper limit on teaching obligations.	4.10	+
Q34b-12	effectiveness of peer reviews of teaching and research.	4.07	+
Q34b-07	effectiveness of travel funds to present papers or conduct research.	4.03	-
Q34b-15	effectiveness of stop-the-tenure-clock for parental or other family reasons.	3.90	
Q34b-04	effectiveness of written summary of periodic performance reviews.	3.90	+
Q34b-03	effectiveness of periodic, formal performance reviews.	3.88	
Q34b-14	effectiveness of financial assistance with housing.	3.63	+
Q34b-09	effectiveness of paid or unpaid personal leave during the probationary period.	3.60	-
Q34b-10	effectiveness of an upper limit on committee assignments.	3.42	
Q34b-06	effectiveness of professional assistance for improving teaching.	3.34	+
Q35c	departmental colleagues do what they can to make having children and the tenure-track compatible.	3.33	-
Q35d	departmental colleagues do what they can to make raising children and the tenure-track compatible.	3.28	-
Q34b-01	effectiveness of formal mentoring program.	3.15	
Q36	satisfaction with compensation.	3.11	-
Q35a	institution does what it can to make having children and the tenure-track compatible.	3.08	
Q34b-16	effectiveness of spousal/partner hiring program.	2.84	
Q34b-05	effectiveness of professional assistance in obtaining externally funded grants.	2.71	
Q37	satisfaction with the balance they are able to strike between professional time and personal or family time.	2.38	-
Q34b-13	effectiveness of childcare.	2.32	
Q35b	institution does what it can to make raising children and the tenure-track compatible.	2.23	-

		1	2
		Mean	Peer Comparison
<b>Section IV. Climate, Culture, and Collegiality</b>			
Q40	satisfaction with how well they "fit" in their department.	4.51	+
Q38a	satisfaction with the fairness of their immediate supervisor's evaluation of their work.	4.48	+
Q39d	satisfaction with the amount of personal interaction they have with junior colleagues in their dept.	4.40	+
Q43	sense that their department treats junior faculty fairly compared to one another.	4.27	+
Q39c	satisfaction with the amount of professional interaction they have with junior colleagues in their dept.	4.21	+
Q42	sense of unity and cohesion among the faculty in their institution.	4.19	+
Q39b	satisfaction with the amount of personal interaction they have with senior colleagues in their dept.	4.17	+
Q41	satisfaction with the intellectual vitality of the senior colleagues in their department.	4.12	+
Q39a	satisfaction with the amount of professional interaction they have with senior colleagues in their dept.	4.05	+
Q38b	satisfaction with the interest senior faculty take in their professional development.	3.85	
Q38c	satisfaction with their opportunities to collaborate with senior faculty.	3.70	+

		1	2
		Mean	Peer Comparison
<b>Section V. Global Satisfaction</b>			
Q48	sense that if they had to do it over again, they would accept their current position.	4.62	+
Q50	rating their institution as a place for junior faculty to work.	4.42	+
Q46b	satisfaction that the CAO at their institution seems to care about the quality of life for junior faculty.	4.30	+
Q45b	satisfaction with their institution as a place to work.	4.29	



**Question 34a.** Regardless of whether the following policies and practices currently apply to your institution, please rate *how important you think each would be to your success*.

**Question 34b.** *How effective for you have been the following at your institution?*

From a list of 16 common policies and practices, below are those items which respondents identified as “Very important” or “Somewhat important” in Question 34a, then as “Very ineffective” or “Somewhat ineffective” in Question 34b. This “gap analysis” highlights those policies and practices for which a large gap exists between importance rating and effectiveness rating. We call this the “effectiveness gap.”

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The following table provides “effectiveness gap” results in greater detail. A high percentage of faculty indicating an effectiveness gap indicates a potential problem with that policy or provision on your campus. Note especially the differences between groups on those policies and provisions that do not necessarily rank high overall.

**Table 34: Percentage of junior faculty indicating an “effectiveness gap” for common policies and provisions.**

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<b>Policy or practice for junior faculty</b>	<b>Overall</b>
Childcare	65% (1)
Spousal/partner hiring program	52% (2)
Professional assistance in obtaining externally funded grants	30% (3)
An upper limit on committee assignments for tenure-track faculty	27% (4)
Formal mentoring program for junior faculty	23% (5)
Travel funds to present papers or conduct research	17% (6)
Paid or unpaid research leave during the probationary period	13% (7)
An upper limit on teaching obligations	10% (8)
Financial assistance with housing	6% (9)
Peer reviews of teaching and research	5% (10)
Professional assistance for improving teaching	5% (10)
Periodic, formal performance reviews for junior faculty	3% (12)
Informal mentoring	0%* (-)
Paid or unpaid personal leave during the probationary period	0%* (-)
Stop-the-tenure-clock for parental or other family reasons	0%* (-)
Written summary of periodic performance reviews for junior faculty	0%* (-)

**Question 44a.** Please check the two best aspects about working at your institution, as opposed to a comparable institution.  
**Question 44b.** Please check the two worst aspects about working at your institution, as opposed to a comparable institution.

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These items were most frequently rated as the <u>best aspects</u> about working at your institution.	# of institutions where item ranked among the top four responses		These items were most frequently rated as the <u>worst aspects</u> about working at your institution.	# of institutions where item ranked among the top four responses	
	YOUR PEERS (n = 5)	ALL COLLEGES (n = 14)		YOUR PEERS (n = 5)	ALL COLLEGES (n = 14)
1. Quality of undergraduate students	4	10	1. Geographic location	2	4
2. Quality of colleagues	5	8	2. Availability/quality of childcare facilities	3	4
3. My sense of "fit" here	4	12	3. Lack of diversity	3	7
4. Support of colleagues	2	8	3. Compensation	0	6
5. Quality of facilities	0	0	5. Commute	0	0
6. Opportunities to collaborate with colleagues	0	0	6. Childcare policies/practices (or lack thereof)	1	1
6. Academic freedom	0	1	6. Spousal/partner hiring program (or lack thereof)	3	3
8. Support for teaching	0	2	8. Too much service/too many assignments	0	4
8. Tenure requirements in general	1	1	9. Lack of assistance for grant proposals	0	0
8. Tenure process clarity	0	0	10. Lack of support for professional development	0	1
8. Support for research (e.g., research leave)	2	2	11. Unrelenting pressure to perform	1	1
8. Cost of living	0	2	12. Opportunities to collaborate with colleagues	0	0
- Quality of graduate students	0	0	12. Lack of support for research	0	4
- Support for professional development	1	1	12. My lack of "fit" here	0	0
- Assistance for grant proposals	0	1	- Quality of colleagues	0	0
- Childcare policies/practices	0	0	- Support of colleagues	0	0
- Availability/quality of childcare facilities	0	0	- Quality of graduate students	0	0
- Spousal/partner hiring program	0	0	- Quality of undergraduate students	0	2
- Compensation	0	0	- Quality of facilities	0	2
- Geographic location	2	7	- Lack of support for teaching	0	1
- Diversity	0	1	- Absence of others like me	0	0
- Presence of others like me	0	0	- Cost of living	1	3
- Protection from service/assignments	0	0	- Research requirements for tenure	0	2
- Commute	0	0	- Teaching load	3	7
- Research requirements for tenure	0	0	- Tenure requirements in general	1	2
- Teaching load	0	2	- Tenure criteria clarity	1	3
- Tenure criteria clarity	0	0	- Tenure process clarity	1	1
- Manageable or no pressure to perform	0	0	- Academic freedom	0	0